

ELLEN WOODSIDE ELEMENTARY

9122 Augusta Rd.
Pelzer, SC 29669

GRADES K-5 Elementary School

ENROLLMENT 678 Students

PRINCIPAL Gary H. Long 864-243-5670

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	63	21	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

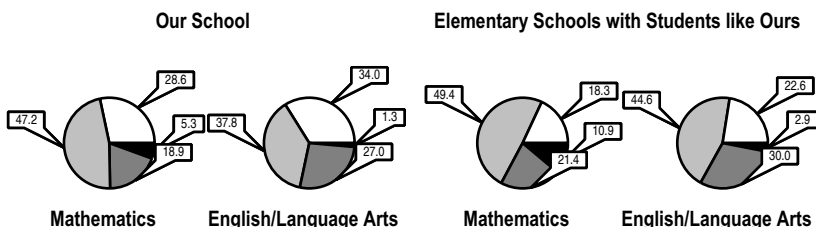
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	47	109	80
Percent satisfied with learning environment	95.7%	90.8%	92.3%
Percent satisfied with social and physical environment	97.8%	86.0%	80.5%
Percent satisfied with home-school relations	82.6%	86.8%	89.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	345	98.3	34.0	37.8	27.0	1.3	28.3	17.6
Gender								
Male	186	97.8	37.2	40.1	21.5	1.2	22.7	17.6
Female	159	98.7	30.1	35.0	33.6	1.4	35.0	17.6
Racial/Ethnic Group								
White	243	97.9	29.8	38.6	30.3	1.3	31.6	17.6
African-American	91	98.9	46.3	33.8	18.8	1.3	20.0	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	284	98.6	30.7	37.9	30.0	1.4	31.4	17.6
Disabled	61	96.7	57.9	36.8	5.3	N/A	5.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	345	98.3	31.0	39.1	28.6	1.3	30.0	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	345	98.3	30.9	39.3	28.5	1.3	29.9	17.6
Socio-Economic Status								
Subsidized meals	173	96.5	42.9	38.6	17.1	1.4	18.6	17.6
Full-pay meals	172	100.0	20.4	39.5	38.9	1.3	40.1	17.6

Mathematics								
All students	345	99.7	28.6	47.2	18.9	5.3	24.2	15.5
Gender								
Male	186	100.0	28.6	48.6	18.9	4.0	22.9	15.5
Female	159	99.4	28.7	45.5	18.9	7.0	25.9	15.5
Racial/Ethnic Group								
White	243	99.6	24.8	47.8	20.9	6.5	27.4	15.5
African-American	91	100.0	40.7	43.2	13.6	2.5	16.0	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	284	100.0	25.1	47.7	21.1	6.1	27.2	15.5
Disabled	61	98.4	53.8	43.6	2.6	N/A	2.6	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	345	99.7	26.0	48.3	20.0	5.7	25.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	345	99.7	26.2	48.2	19.9	5.6	25.6	15.5
Socio-Economic Status								
Subsidized meals	173	99.4	31.5	54.5	11.2	2.8	14.0	15.5
Full-pay meals	172	100.0	21.0	42.7	28.0	8.3	36.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	106	N/A	34.9	35.8	26.4	2.8	29.2
	Grade 4	108	N/A	23.1	47.2	28.7	0.9	29.6
	Grade 5	98	N/A	24.7	46.4	27.8	1.0	28.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	99.1	24.5	31.6	39.8	4.1	43.9
	Grade 4	121	96.7	30.8	39.3	29.9	N/A	29.9
	Grade 5	117	99.1	45.5	41.8	12.7	N/A	12.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	106	N/A	28.3	53.8	13.2	4.7	17.9
	Grade 4	108	N/A	32.4	42.6	17.6	7.4	25.0
	Grade 5	98	N/A	38.8	40.8	14.3	6.1	20.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	107	99.1	22.4	43.9	24.5	9.2	33.7
	Grade 4	121	100.0	25.7	45.0	23.9	5.5	29.4
	Grade 5	117	100.0	36.9	52.3	9.0	1.8	10.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 678)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.3%	Up from 1.7%	2.7%	2.4%
Attendance rate	95.9%	Down from 96.0%	95.9%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	9.6%	Down from 12.3%	16.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.5%	Down from 11.6%	8.9%	8.0%
Older than usual for grade	0.9%	Down from 1.6%	0.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	33.3%	Down from 34.2%	49.1%	50.0%
Continuing contract teachers	81.0%	Up from 76.3%	87.5%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	85.0%	Down from 86.6%	87.7%	86.2%
Teacher attendance rate	97.8%	Down from 98.2%	95.2%	95.3%
Average teacher salary	\$37,782	Down 1.2%	\$39,873	\$39,909
Prof. development days/teacher	10.9 days	Up from 10.5 days	11.4 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio	20.4 to 1	Up from 20.1 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.0%	Down from 93.2%	89.8%	89.7%
Dollars spent per pupil*	\$5,080	Up 5.7%	\$5,830	\$5,892
Percent spent on teacher salaries*	64.4%	Up from 63.6%	65.1%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Ellen Woodside Elementary School, with a rich educational history for 79 years, is nestled in a serene setting in southern Greenville County. The heritage of the community is exhibited in the school through the values of high expectations, hard work, honesty, and respect for every individual. The 2002-2003 year brought us special recognition as a Red Carpet Award Winner for our exemplary family-friendly environment.

Our school had an exciting and challenging school year as we went through the Portfolio Process to define our path in providing ALL students with a curriculum that offers a variety of instructional approaches. The Portfolio Process also verifies that we are continually addressing the needs of our students by establishing a collaborative action plan to guide our efforts.

With Academic Achievement as our #1 priority, we made teaching all students the focal point of our planning. We denoted students who had scored Advanced or Proficient in English-Language Arts that had a significant decrease in their performance on PACT. Therefore, a primary goal was developed to assure that our most successful students were taught curriculum that included critical thinking skills in the core of the units. Additionally, students that performed negatively in ELA by dropping from Basic were also targeted to receive instruction in critical thinking skills.

Our teachers have received intense training in language arts with emphasis on writing and integration through the curriculum. Also, an Instructional Coach guided and supported teachers through our endeavors. Students scoring Below Basic have continued in remediation programs such as a 21st Century Grant, after-school programs, and YMCA Homework programs.

Our staff has had a rewarding year as 3 of our teachers earned National Board Certification. We also had 3 teachers to receive a Master's degree and an additional 11 to enroll in a Master's program. Two of our teachers are currently seeking their Doctorate degree.

We will continue our programs of "high educational expectancy" by enlisting our community resources and by continuing to develop parenting programs for our at-home partners. All students will be provided the highest quality of instruction and will be afforded the opportunity of fulfilling innate potential through the positive, creative, and challenging curriculum presented in a relevant and meaningful manner.

In short, we will continue to help students at Ellen Woodside Elementary "TRACK TO SUCCESS."

Gary H. Long, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.